

Neasden Primary School

Inspection report

Unique Reference Number	117799
Local Authority	Kingston upon Hull City of
Inspection number	339075
Inspection dates	18–19 January 2010
Reporting inspector	Derek Pattinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mr G Jordan
Headteacher	Mrs Nicola Loten
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed all teachers, spent approximately 40% of the inspection looking at learning across the school and held meetings with governors, staff and groups of pupils. They observed the school's work; and looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, the latest attendance figures and a sample of children's work from the Early Years Foundation Stage as well as pupils' work from Key Stages 1 and 2. In addition, 34 questionnaires returned from parents and carers were analysed, along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well all pupils are doing
- how effective teaching is and whether any weaknesses may be holding pupils back
- whether, and to what extent, pupils know how well they are doing and what they must do to improve
- changes in the Early Years Foundation Stage since the last inspection and the extent to which it now provides a good start for children
- how effective leaders and managers are in driving forward improvements.

Information about the school

Neasden is a smaller than average primary school serving a residential area on the north-eastern outskirts of Kingston-upon-Hull. Most of its intake is drawn from the immediate area, although some pupils travel from further afield. At present, no pupils speak English as an additional language. About the same number enter and leave the school between Reception and Year 6 as in most other schools. The proportion of pupils known to be eligible for free school meals is close to what is typical. A below average proportion of pupils have special educational needs and/or disabilities. The school has achieved Healthy Schools status and the Active Sports Mark since the last inspection. There has been high staff turnover since the last inspection, including the appointments of new headteacher and assistant headteacher. Two of the teaching staff are currently temporary due to budget constraints.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. Pupils rightly believe that they 'do a lot of good things here'. Particular strengths are the pastoral care, guidance and support the school provides for its pupils, and provision and leadership in the Early Years Foundation Stage, led by the new assistant headteacher. The new headteacher has made a good start to her headship. She has established a clear direction for the school's work and all staff are behind her as she seeks to drive up standards further. Nevertheless, the many staffing changes and recent budget constraints, now largely overcome, are limiting the pace of school improvement. Pupils' moral and social development is good which helps to explain the good relationships, the effective teamwork and why the school is a cohesive, orderly community.

Children start school with skills and knowledge as typically expected for their age. They make good progress in the Early Years Foundation Stage so that when they enter Year 1 they are at above average levels. By the time pupils leave Year 6 attainment is also above the national average. Progress is therefore satisfactory overall, but uneven, as pupils move through Key Stages 1 and 2. It is not good because the quality of teaching, though never less than satisfactory, is too variable. The curriculum is satisfactory, with the school garden being widely used to teach important skills, its high profile use being acknowledged through national awards. Attendance is satisfactory, although the school does not do enough to promote it. The school is rigorous in keeping pupils safe and working closely with other agencies to ensure their welfare.

The new senior leadership team knows the school's strengths and areas for development. As a result, it holds a largely accurate view of the school's performance. However, with temporary and new subject leaders working alongside experienced colleagues, subject leaders are not yet fully effective in helping to raise standards. Enthusiastic and committed governors ensure that the governing body is taking an increasing role in monitoring standards, the quality of provision and leading the school's strategic direction. Issues from the last inspection have been addressed well. The school's current capacity for sustained improvement is judged satisfactory because:

- some subject and senior leaders are relatively new to their roles
- development planning is not yet sharply focused enough to ensure the best possible progress towards the achievement of - some initiatives, such as to develop cultural understanding, are at an early stage.

What does the school need to do to improve further?

- Increase the rate of pupils' progress in Years 1 to 6 from satisfactory to good by:

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- ensuring that all teaching is as good as the best
- ensuring that all pupils know their personal targets and how to achieve them
- focusing more sharply on pupils' learning when checking on the quality of teaching
- implementing, and monitoring the impact of, additional strategies to boost attendance.
- Improve the quality of leadership and management by:
 - ensuring that agreed priorities in the school development plan have rigorous time frames to aid focus and increase the pace of improvement
 - providing more opportunities for all subject leaders to monitor their subjects to help them identify what works well and what needs improving.
- Provide more opportunities for pupils to understand cultural diversity.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their lessons and behave well. They are keen to learn, especially when lessons interest and challenge them and when they have time to work at their own rate. Achievement is good in the Early Years Foundation Stage because of good leadership, teaching and provision. It is satisfactory in Key Stages 1 and 2. However, pupils learn at a faster rate in some classes than in others. In the most recent assessments by teachers at the end of Year 2, attainment was above average in reading and mathematics and at least average in writing, reflecting an improving picture over recent years. In the most recent national tests at the end of Year 6, attainment was above the national average in mathematics and science and close to the national picture in English. The school's rigorous tracking procedures show that these mostly above average standards are likely to be maintained in this year's national tests, with more pupils reaching the higher level in English this year than last. The school's targets to help raise standards further are realistic, challenging and are usually achieved. Pupils with special educational needs and/or disabilities make similar progress to their classmates because of the good support they receive.

Pupils are well aware of the benefits of regular exercise and know about healthy eating. They feel safe and secure and know who to turn to if they have a problem. Pupils have a voice in the school through the good work of the school council, with members taking their responsibilities very seriously, such as when they are involved in new school appointments. Support for charities and initiatives, such as playground buddies, helps them develop their knowledge of citizenship. Their mostly above average standards in the important skills of literacy and numeracy mean that pupils are prepared well for the next stage of their education. Spiritual and cultural development is satisfactory. However, planned links with the wider community to help develop pupils' understanding

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of cultural diversity are in their early stages.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching quality is satisfactory but variable. As a result, pupils make better progress in some classes than in others. Secure relationships, sound subject knowledge, effective control strategies and much use of encouragement and praise are features of all lessons. Pupils usually know what they are required to learn and can evaluate their level of success. Teaching assistants are used well to support pupils with special educational needs and/or disabilities. Teachers plan lessons carefully to ensure that pupils of all abilities are challenged, but do not always set and adhere to time frames to help keep them 'on track' and the pace of lessons is sometimes not brisk enough. As a result, pupils sometimes do not have enough time for independent work to help ensure that they make the best possible progress. Assessment information is mostly used well to help pupils learn. Teachers mark pupils' work conscientiously using a 'stars and a wish' approach. Data from tests and assessments is thoroughly analysed and pupils' progress carefully tracked. However, pupils do not always understand what they must do to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improve.

Pupils develop knowledge, skills and understanding satisfactorily as they move through the school. However, planning to reinforce and consolidate the skills of literacy, numeracy, and information and communication technology through other subjects is in its early stages. The curriculum makes a good contribution to pupils' personal development. Many pupils learn how to play a musical instrument and all pupils in Key Stage 2 learn a modern foreign language. Visits to museums, farms and art galleries, and visiting specialists, such as to support work in the school garden, enrich pupils' experiences. Links with the School Sports Partnership, which enable pupils to take part in a wide variety of sporting activities, further extend learning.

'You always get help when you need it,' is an apt comment from a pupil about the good pastoral care, guidance and support that the school provides for its pupils. Staff know pupils well and give much time to their care and support. The school creates strong partnerships with outside agencies which help to ensure that pupils with additional needs and the more vulnerable have the support they need to make sound progress both academically and personally. However, too little is done to promote attendance, as outcomes are only satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the good leadership of the new headteacher, there is a shared vision of how the school is to develop and all are involved in decision making. Morale in the school is high and a strong sense of team spirit pervades the school. School development planning focuses on the right issues. However, it lacks some precision to ensure that there is enough rigour in the process. The quality of subject leadership is too varied due to the many staffing changes. As a result, some leaders are not checking thoroughly enough on the rate at which pupils are making progress to enable them to make informed choices about what works well and what needs to be improved. The monitoring of teaching is undertaken regularly to help teachers improve. However, it does not focus sharply on pupils' learning to be of maximum benefit. The supportive governing body meets its statutory requirements and is increasingly involved in monitoring the school's work and setting its direction.

The school is successful in promoting links with parents and carers who comment favourably on the school's work and its 'friendly, enthusiastic and dedicated' staff.

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Safeguarding requirements are fully met and help ensure that pupils feel safe and secure. Partnerships with a range of institutions and agencies, such as Park Rangers and the Woodland Trust, make a good contribution to pupils' learning. Discrimination is not tolerated: pupils understand well how to treat others. The school is a cohesive community, with local links being strong, such as through a study of William Wilberforce. However, links with the wider world, such as to develop greater cultural awareness, are in the early stages of development. Resources are soundly managed thus ensuring that the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. From starting points which are typically as expected when children enter the Nursery, and because of the good teaching, they make good progress. As a result, by the end of their Reception Year most are working in all areas at above average levels, especially in their personal and language development. For example, the secure teaching of a phonics programme is helping children make especially good progress in recognising words and the sounds that letters make. Good induction arrangements ensure that children settle quickly. Relationships between adults and children are warm and friendly and teamwork is strong. As a result, children are happy, feel safe and are keen to learn.

Thorough assessment arrangements inform planning and ensure that learning is well matched to children's needs. Teaching assistants support children well. Teachers skilfully ensure that there is a good balance between activities led by adults and those chosen by

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children. A wide range of stimulating resources promotes learning and creative play. The outdoor area makes a good contribution to children's learning. For example, children delight in using spades and trowels as they dig for treasure in the school garden. Adults give a strong emphasis to developing independence, such as when children share healthy snacks in the 'snack area'. Leadership and management are good. The assistant headteacher works hard and successfully to establish good-quality and consistent provision and outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Only a very small number of negative responses were received with no pattern of negative responses emerging. Almost all feel that their children enjoy school and that a healthy lifestyle is well promoted. Inspectors agree with most of the positive views expressed by parents and carers although they judge that the school is a satisfactory and improving school, not yet a good school, as some parents and carers believe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Neasden Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	44	19	56	0	0	0	0
The school keeps my child safe	18	53	16	47	0	0	0	0
The school informs me about my child's progress	10	29	22	65	2	6	0	0
My child is making enough progress at this school	12	35	21	62	1	3	0	0
The teaching is good at this school	11	32	22	65	1	3	0	0
The school helps me to support my child's learning	11	32	19	56	4	12	0	0
The school helps my child to have a healthy lifestyle	11	32	22	65	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	32	19	56	2	6	0	0
The school meets my child's particular needs	11	32	20	59	3	9	0	0
The school deals effectively with unacceptable behaviour	10	29	20	59	3	9	0	0
The school takes account of my suggestions and concerns	6	18	25	74	1	3	0	0
The school is led and managed effectively	9	26	23	68	0	0	0	0
Overall, I am happy with my child's experience at this school	13	38	19	56	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 January 2010

Dear Pupils

Inspection of Neasden Primary School, Hull, HU8 0QB

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say.

We judge that you go to a satisfactory school and that there are some good things about it. Your parents and carers sent messages to tell me that they like lots of things about your school. I agree with most of what they said, but not with everything. You told me that you like your school too, and I agree with many of your comments. These are some of the things I liked about your school.

- All adults take good care of you so that you are happy and behave well.
- You know how important it is to stay healthy and keep safe.
- Children in the Early Years Foundation Stage get off to a good start.
- Your work in the school garden is really good and will stand you in good stead for the future!
- Your headteacher has made a good start to her new role.

We have found three things that your headteacher and teachers could do to make your school better.

- Help most of you to make good rather than the satisfactory progress so that your standards when you leave school are even higher.
- Check more often how the school and its teachers are doing so that they can find out what needs to be done to make it even better.
- Help you learn more about different cultures in our country and around the world to help you understand them better.

The detail is in the full report which some of the older pupils might like to read. You can help to make your school better by making sure you always come to school to enjoy the fun of learning and that you know your targets and how to achieve them.

The inspectors wish you all well for the future.

Yours sincerely

Derek Pattinson

Lead Inspector

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